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ABSTRACT

The purpose of this publication is to provide kindergarten teachers with the rationale, ideas, and activities necessary for implementing an experience-based language/prereading program in their classrooms. The various sections contain a rationale for using language experience activities; suggestions for classroom management of such activities; and descriptions of language experience activities for the classroom involving active interaction, speaking and listening, functional language, movement from speech to print, and phoneme/grapheme relationships. The publication also contains a teacher's daily checklist of language experiences and a statement of concerns about preschool reading instruction. A list of resources for use in organizing language experience activities is included. (FL)

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LEARNING TO "READ" MY WORLD
LANGUAGE EXPERIENCES FOR YOUNG CHILDREN

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Kentucky Department of Education
James B. Graham
Superintendent of Public Instruction
1979

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LEARNING TO "READ"

MY WORLD

LANGUAGE EXPERIENCES FOR YOUNG CHILDREN

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Paid for with State Funds.

FOREWORD

The 1979-80 school year represents a turning point in education in Kentucky. For the first time, public schools are providing a kindergarten experience to any eligible five-year-old.

Efforts are being made by personnel in the Department of Education to provide resources, relative to the kindergarten program, to local school districts. Learning to "Read" My World is a product of this effort.

Appreciation is expressed to those involved in preparing this booklet which should prove to be a useful resource to kindergarten teachers.

James B. Graham
Superintendent of Public Instruction

PREFACE

As noted in the Guidelines for Kentucky Kindergartens (1978), there should be a strong commitment in the kindergarten program to providing a foundation for reading through strengthening communication skills and language development. As recommended in the Guidelines, the language experience approach is an effective method of providing the developmentally appropriate concrete activities necessary for building a strong foundation for subsequent reading and effective oral and written communications skills.

The purpose of this publication is to provide kindergarten teachers the rationale, suggestions, ideas, and activities necessary for implementing an experienced based language/prereading program in their classrooms. This booklet is not designed to present a comprehensive language program, but to offer suggestions and to stimulate the development or organization of additional teacher ideas.

Randy L. Kimbrough

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A RATIONALE FOR USING LANGUAGE EXPERIENCES

Dr. Connie Bridge

Learning to read should be viewed as the natural extension of oral language development. Children learn to speak easily and naturally out of a need to communicate in meaningful situations. So, too, will they learn to read and write when these skills are functional and relevant to their personal communication needs. The foundational base for reading is the child's past experiences with language and the world. A child who has had a rich and varied background of experience and many opportunities for self-expression will be better equipped for learning to read.

As psycholinguistics provide new insights into the reading process, it is becoming apparent that reading and learning to read involve more than an automatic association between print and speech. Psycholinguists define reading as the construction of meaning through the interaction of one's knowledge of learning and the world with the message of the author.

MEANING CONSTRUCTION

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KNOWLEDGE OF LANGUAGE AND THE WORLD ⟷ INTERACTION ⟷ PRINTED MESSAGE OF THE AUTHOR

The adoption of this definition of reading carries implications for the learning to read process and for the kindergarten teacher who wants to facilitate this process.

1. *If children are to construct meaning from print, then they must bring meaning to the print. This is developed through firsthand experiences with the world through seeing, hearing, touching, tasting, and smelling. Discussions must provide the vocabulary for labeling the concepts gained through experience.*

2. *Children must be given opportunities for self-expression in their own home-rooted language. The teacher must provide opportunities for developing and expanding oral language structures through hearing Standard English in its written and spoken form.*

3. *The teacher must help children build upon their interest in and awareness of print in the environment by creating situations in which children need to use printed language to communicate across time and space.*

4. *Children must be helped to move naturally from oral language to printed language through the use of predictable materials*

in the beginning stages of reading instruction. Language experience stories and patterned language materials are the most predictable materials for beginning readers.

5. *The teacher should relate skill instruction in letter recognition, initial consonants and rhyme to the sight vocabulary the child has acquired through dictated language experience stories, patterned language materials and functional print in the environment.*

CLASSROOM MANAGEMENT OF LANGUAGE EXPERIENCE ACTIVITIES

Opportunities for language experiences are readily available in the kindergarten classroom through a variety of mechanisms including:

"Basic" Interest Centers

...art
...block
...book
...manipulative games
...housekeeping
...science

Small Group Activities

...cooking
...storytime
...games
...individualized activities
...concept introduction

Large Group Activities

...planning
...stories
...music
...opening session
...creative movement

It is crucial that kindergarten children be actively involved in language experience activities. Classroom management is a key element for providing language experience activities in the inquiry-oriented program. Teachers have developed a variety of techniques for organizing for active involvement.

...Use color coded necklaces (beads on string) to designate centers and limit individual center participants.

...Pegboards or charts with library pockets to designate activity centers and center participants.

Other ideas include:

...Scheduling separate independent choice times for active centers and quiet centers when the classroom is small.

...Utilizing as many child-directed, self-correcting games as possible.

...Introducing a new activity to the group and then placing it in a center.

...Color coding puzzle and game pieces for easy child clean-up.

...Utilizing a "planning" time before opening interest centers to discuss center activities and provide instructions.

...Designating an evaluation period for discussing the day's activities.

...Placing language, math, and manipulative games on a centralized low shelf when space and teacher assistance is limited. This eliminates monitoring activities at language and math centers.

...Stressing finishing and "cleaning-up" an activity before moving to another activity.

...Limiting the number of participants in a center according to the amount of materials available, safety, space, and type of activity.

Providing Individualized Games

Kindergarten teachers have utilized the following as one method of providing individualized games based on prior assessment of needs.

1. Prepare a library pocket chart with a child's name on each pocket.

2. Prepare strips of paper for the library chart with a number on one end and a happy face on the other.

3. Place concept-oriented games in individually numbered boxes on a low shelf.

4. Place the paper strips in the child's chart pocket according to the skill or concept being taught.

5. When the activity is completed, place the happy face end of the strip up in the chart pocket.

(This activity was observed in Rebecca Conley's kindergarten classroom at Berea Community School, Berea, Kentucky.)

The process of learning self-management and responsibility as a class member is often more important than the product of an activity in the kindergarten. Active interest centers, when efficiently operated, will certainly provide opportunities for language experiences as well as serving as a vehicle for development of responsibility and autonomous learning.

LANGUAGE EXPERIENCE ACTIVITIES FOR YOUR CLASSROOM

I. The Child and the Environment: Active Interaction

WHY? *If children are to construct meaning from print, then they must bring meaning to the print. This is developed through first-hand experiences with the world through seeing, hearing, touching, tasting, and smelling. Related discussions must provide vocabulary for labeling the concepts gained through experience.*

WHAT?

1. *Sensory Experiences: Touch, taste, smell, see, and hear.*
2. *Classification of Materials: Relational, descriptive, and generic.*
3. *Ordering of Materials: Size and quantity.*
4. *Spatial Relations: Body awareness relative to position, action, and direction.*
5. *Creative Expression: Art, music, dramatic play, and creative movement.*

HOW? *Interest Centers*

Several interest or activity centers will remain in the classroom throughout the year. These include the art, music, dramatic play, science, math, and manipulative centers. Each center should provide children opportunities for self-discovery through manipulation, observation, and experimentation.

ART CENTER...*The art center can provide a variety of sensory experiences including clay modeling, easel painting, collage making, and simple crayon drawings. This center should be an integral part of the classroom and will provide many opportunities for verbal and non-verbal self-expression through various media.* *REMEMBER: *The process of the art experience is more valuable than the product in promoting imaginative and confident self-expression.*

MUSIC CENTER...*This center may include rhythm instruments, a tape recorder or record player and a variety of tapes or records for listening to many types of music. Music should also be incorporated daily in group activities as many rhythms and patterns are present in songs and fingerplays.*

DRAMATIC PLAY CENTER...*For many programs, the dramatic play center includes the housekeeping area and dress-up area. Added to this may be social studies centers such as a grocery store or a stage for puppetry and play-acting activities.*

SCIENCE CENTER...This center may include a variety of materials throughout the year. In addition to an area for pets and plants, the center may house thermometers, magnifying glasses, hand mirrors, and colored viewing glasses. Products of the environment such as leaves, feathers, rocks, pine cones, and nuts should also be included. *NOTE: The outdoor environment serves as an excellent resource for an outdoor science center.

MATH CENTER...The math center may include various measurement instruments including a balance scale, thermometer, measuring cups, etc. Counting materials should also be used here. **Don't forget to use metric terms in measuring activities.

MANIPULATIVE CENTER...The manipulative center consists of games, puzzles, formboards, shape boxes, lottos, and any other material which involves manipulative skill development.

ADDITIONAL CENTERS...The woodworking, block, sand and water-table, and listening centers also provide opportunities for young children to experience activities which will provide a basis for further conceptual learning and later reading experiences.

GROUP ACTIVITIES

Story, music, creative movement, and other group experiences should be utilized to provide sensory experiences for young children. Each should play a part in daily activities.

SPECIFIC ACTIVITIES

SENSORY PERCEPTION--SMELL

Purpose: To provide children experiences in identifying objects by smell.

(1) "Smell Jars"

Materials: Baby food jars or other small containers with holes punched in the cover. Cloves, onion, leather, mint, cologne, cinnamon, or other materials with distinct odors.

Procedure: Place one ingredient in each container. Cover the jar or ask the child to cover his/her eyes and smell the jar. Ask him/her to name and describe what (s)he smells.

Variations: Put the same substance in two jars and ask the children to match the smells.

(2) "Smelling Time"

Materials: Cloth blindfold.

Procedure: Take children to an outdoor area. Blindfold individual children, place various "natural" materials in front of the child and have him/her describe the objects by smell.

SENSORY PERCEPTION--TOUCH

Purpose: To provide children experiences in describing objects by touch.

(1) "Nature Bracelets"

Materials: Masking tape.

Procedure: Make a masking tape bracelet for each child-sticky side out. Take children on a nature walk having them collect objects such as leaves, small stones, flowers, etc., and stick on the bracelet. Discuss the texture and source of the objects.

(2) "Feeling Boxes"

Materials: Containers, socks, and a variety of paired objects with varying shapes, sizes, and textures.

Procedure: Place each container inside a sock so that the child can reach into the container through the opening in the sock, but not actually see the object. Place an object in one container and its mate in another. Have the child reach into the "box", feel the object and describe it. As the child feels a variety of objects, (s)he will be able to match pairs of objects by touch.

(3) "Touch Cards"

Materials: Pieces of fabric, styrofoam, grains, etc., having distinct textural properties mounted on small cards.

Procedure: Make pairs of "touch cards". Shuffle the cards. Blindfold the child or place a shield in front of the cards. Have the child match the cards into pairs on the basis of discussed textural qualities.

(4) "Meal Box"

Materials: Small flat box filled with cornmeal.

Procedure: Have the child form shapes, print his/her name, or make letters of the alphabet in the cornmeal.

SENSORY PERCEPTION--TASTE

Purpose: To provide children experiences in identifying and describing various food tastes and textures.

(1) "Tasting Party"

Materials: Variety of foods including jello, salt, apple, popcorn, cereal, lemon, sugar, etc.

Procedure: Have the child close his/her eyes, taste each item, and describe by taste and texture.

(2) "Fruit-drink Experiment"

Materials: Pitcher of cold water, package unsweetened red fruit drink mix, 1 cup sugar, long-handled spoon, small paper cup for each child.

Procedure: Show the children the pitcher of water and discuss the visual properties. Have each child taste the water. Add the fruit drink mix to the water and repeat the above procedure. Finally, add the sugar to the water. Words which might be discussed include clear, liquid, sour, sweet, and dissolve.

SENSORY PERCEPTION--SOUND

Purpose: To provide children experiences in distinguishing and naming sources of sound.

(1) "Noise Tapes"

Materials: Tape on which sounds made by cars, trains, voices, bells, etc. have been recorded.

Procedure: Play the tape having the children name sources of each sound.

(2) "Sound Boxes"

Materials: Containers such as juice cans, and metal film containers which can be sealed and a variety of objects of differing weights and sizes.

Procedure: Place the same type objects in containers by pairs. Have the child shake the "boxes" distinguishing the pairs by sound.

(3) "Wild Place Sounds"

Materials: Tape recorder, tapes, paper, and crayons.

Procedure: Tape sounds in an outdoor area. Play the tape and have children name and draw pictures of what they think might be making the sound they are listening to.

ADDITIONAL SENSORY EXPERIENCES

(1) "Thinking Time"

In an outdoor area, have children sit quietly and describe how they feel answering questions such as "Does it feel good to be here?" "What if you lived here?", etc.

(2) "Nature Collages"

Take the children on a field trip having them collect various "nature" objects in paper bags. Use the materials to make collages describing the textures, colors, and sources of each object.

(3) "Observation Walk"

Use magnifying glasses and colored lens glasses on an outdoor observation walk.

(4) "Touch and See Book"

Help each child make a "touch" book providing scraps of material with varying textures and heavy-weight paper. Ask the child to find materials which are soft, hard, scratchy, rough, etc.

(5) "Cooking Experiences"

Simple cooking activities such as making pudding, popcorn, or gelatin provide excellent opportunities for tasting, smelling, and noting texture.

(6) "Emotions Cards"

Use cards with either drawn or magazine pictures of faces with varying expressions. Have the children discuss how the people feel and situations which may have promoted the expression.

CLASSIFICATION OF OBJECTS

Purpose: To provide children experiences in classifying objects by purpose or function; relationships; and like attributes.

(1) "Egg-Carton Sorting"...Color

Materials: Various colored buttons, bottle tops, marbles, and egg cartons.

Procedure: Place a piece of different colored construction paper in the bottom of each of the egg carton sections. Ask the child to sort objects, by color, into the matching color section.

NOTE: This activity may be used for number, alphabet, and shape sorting.

(2) "Color" Books

Materials: Construction paper in various basic colors and magazines.

Procedure: Provide a sheet of each color of construction paper for every child. Label the sheets with the appropriate color name. Have the child cut pictures or scraps of pictures from the magazine and paste on the sheet of paper with the matching color.

(3) "Likeness and Difference Cards"

Materials: Several cards with paired pictures---some of which are exactly alike and others which have a differing feature. Drawn faces make excellent cards.

Procedure: Have the child pair the cards which are alike and discuss the difference in features of the pictures or designs on the remaining cards.

(4) "Letter Boxes"

Materials: Collect 26 coffee cans with plastic lids. Cover the cans and place a felt or sandpaper letter of the alphabet on each.

Procedure: Use the letter cans or boxes as receptacles for objects whose names begin with a given letter or for matching letters. Slots can be cut in the top of the cans for dropping in cards on which the matching letter is printed.

(5) "Junk Sorting"

Materials: Box of assorted "junk" materials including paper, fabric, and wood scraps; bottle caps; etc.

Procedure: Ask the child to find two objects in the junk pile which are alike in some way and also to explain the similarities and dissimilarities.

NOTE: This procedure may be repeated with objects such as toy cars, pencils, blocks, shells, and rocks.

(6) "What's It Made Of?"

Materials: Variety of small objects of varying composition, i.e. wood, glass or plastic.

Procedure: Place all objects in a container. Ask the child to sort objects by composition and to explain the groupings which (s)he makes.

(7) "Size Sorting"

Materials: Pairs of objects, such as cars, which vary in size---small or large.

Procedure: After discussing the concept of small and large, place all pairs of objects together. Have children further sort objects into small and large groups.

(8) "Texture Cards"

Materials: Pairs of cards with matching fabric or material samples attached.

Procedure: Blindfold the child or place cards behind a cardboard screen. Ask the child to feel the cards and match them into pairs through the tactile versus visual experience.

(9) "Animal Sorting"

Materials: Separate pictures of animals and their respective babies.

Procedure: After a discussion of animals and their babies, ask the children to match pictures of animals and their babies noting similarities.

(10) "Foot Pairs"

Materials: Foot patterns.

Procedure: Use the foot pairs for matching activities including letters of the alphabet, objects and numerals, colors and shapes.

(11) "Bingo Cards"

Materials: Bingo-type cards with colors, shapes, or letters on them.

Procedure: As a group experience have several (3 or 4) children play bingo with one child serving as the "concept caller".

ORDERING

Purpose: To provide children experiences in ordering objects by size and quantity and in ordering events.

(1) "Tall, Taller, Tallest"

Materials: Covered metal cans in a variety of heights.

Procedure: Place the cans on a low table and ask the child to arrange the cans shortest to tallest.

NOTE: This can also conveniently be done using children instead of cans or other objects.

(2) "The Three Bears"

Materials: Flannel graph characters for the story of The Three Bears.

Procedure: Use the three bears of the story to stress the concept of tall, taller, tallest, and big, bigger, biggest.

(3) "Can Counting"

Materials: Ten metal cans differentiated by dots placed on each can 1-10 and tongue depressors.

Procedure: Ask the child to count the appropriate number of tongue depressors in each can according to the number of dots on the can.

NOTE: Later, use a numeral on each can.

(4) "Apple Sequencing Cards"

Materials: Several cards with pictures of an apple in varying stages of being eaten.

Procedure: Have the child sequence the cards based on the order of events. This may be reinforced by actually eating apples for snack.

NOTE: Pictures of seeds growing to plants also make good sequencing cards.

(5) "Story Sequencing"

Materials: Illustrated story pictures placed on cards. This can be accomplished by mounting pages of a picture book.

Procedure: After reading or telling the story to the children, place the story cards in an area where the children can sequence them according to an order of events or have the children use their imagination to sequence the story cards during a group experience.

SPATIAL RELATIONS/BODY AWARENESS

Purpose: To provide experiences in utilizing directional concepts, positional relationships and body control.

Many spatial concepts can be taught through movement of the child's own body: These activities are simple and generally require only a space large enough for freedom of movement. An initial phase involves helping the child verbally label parts of his/her body. Activities might include:

...Having the children stand and move different body and parts as you call the name, i.e. "Shake your shoulder" or "Move your elbow in a circle".

...Singing the song "Head, Shoulders, Knees, and Toes".

"Head, shoulders, knees, and toes,
knees and toes,

Head, shoulders, knees, and toes,
knees and toes,

Eyes and ears and mouth and nose
Head, shoulders, knees, and toes,
knees and toes."

*Children point to the named body parts.

...Singing "The Hokey Pokey"

Spatial relationships may include concepts such as in, out, on, under, through, behind, and in front of.

...Ask children to stand beside their chairs, in front of their chairs, etc.

...Utilize finger plays such as "Open, Shut Them" and "The Eency Weency Spider"

"Open, shut them,
Open, shut them,
Give a little clap.
Open, shut them,
Open, shut them,
Put them in your lap.
Creep them, creep them,
Right up to your chin.
Open wide your little mouth,
But do not let them in."

(*Open and close fists with the words)

"The eency weency spider
crawled up the water spout;
Down came the rain
and washed the spider out;
Out came the sun
and dried up all the rain;
Then the eency weency spider
crawled up the spout again."

Movement exercises also provide an excellent opportunity for experiencing spatial relationships. Simple activities include:

...Stretch your body as tall as you can.

...Make your body as small as you can.

...Pretend you're holding a heavy ball in your arms. Try to push it over your head.

...Pretend you're holding a feather. Try to push it over your head.

...Hop forward.

...Hop backward.

...Stand inside the circle.

...Slide to the right, slide to the left.

...Stretch toward the ceiling, toward the floor, and toward the wall.

...Jump over the balance beam.

ART EXPERIENCES

Art activities provide opportunities not only for sensory experiences with paint, crayons, and dough, but also for learning color concepts, textural concepts, and directional concepts.

MUSIC AND RHYTHM EXPERIENCES

Rhythm band activities and songs stress patterns, memory learning, and rhythm. Many rhythm instruments can be made when commercial materials are unavailable.

DRAMATIC PLAY EXPERIENCES

While the housekeeping center and dress-up center provide opportunities for dramatic play, additional resources include a variety of dramatic play kits, such as a fireperson's kit containing short lenghts of garden hose, boots, a raincoat, and hat. A stage for impromptu plays and puppetry might also be included.

II. Using Language: Speaking and Listening

WHY? *Children must be given many opportunities for self-expression in their own home-rooted language. The teacher must provide opportunities for developing and expanding oral language structures through hearing Standard English in its written and spoken form.*

WHAT? (1) *Verbal communication with peers and adults.*

(2) *Conceptual language.*

(3) *Listening skills.*

HOW? ...*Storytelling*
...*Puppetry*
...*Dramatic Play*
...*Music*
...*Reading Aloud Program*
...*Fingerplays*
...*Listening Centers (Records with Book)*
...*Following Directions*
...*Language Games*
...*Show and Tell*

READING ALOUD TO CHILDREN

Dr. Connie Bridge

There is increasing evidence in the reading research literature that children who have been read aloud to extensively at home and/or at school are more successful in learning to read. These studies have shown that especially young children and disadvantaged children make significant gains in reading comprehension and vocabulary when a systematic program of reading aloud is instituted (McCormick, 1977). A study by C. Chomsky (1972) found a positive relationship between success in first grade reading and the experience of being read aloud to.

Reading aloud to children stimulates their interest in reading for themselves and exposes them to fine examples of children's literature which they might not otherwise come to know. Because written language is more formal than spoken language, children who have not had frequent experiences hearing "story book language" read aloud to them will have difficulty predicting the words on the printed page; thus, reading printed language is harder for them.

The frequency and the length of the reading aloud periods are important factors in the success of a read-aloud program. Thus, daily read-aloud sessions of at least 15 minutes per session are recommended to facilitate children's success in learning to read. The following list of books can be used to guide you in your selection of good books to read aloud to children.

It is also recommended that this list be shared with parents. The beneficial effects of reading aloud to children and its relationship to success in beginning reading should be explained to parents; and they, too, should be encouraged to read aloud daily to their children.

"Read-Aloud" Books

I Know an Old Lady. Rose Bonne and Alan Mills.

A Train for Jane. Norma Klein.

Goodnight Moon. Margaret Wise Brown.

The Runaway Bunny. Margaret Wise Brown.

Nothing But A Dog. Bobbie Katz.

A B C Workbook. Jane Mangi.

Mommies At Work. Eve Merriam.

Play With Me. Marie Hall Ets.

Ask Mr. Bear. Marjorie Flack.

Corduroy. Don Freeman.

The Dragon and Doctor. Barbara Dansk.

Katy and the Big Snow. Virginia Lee Bunton.

One Morning in Maine. Robert McCloskey.

Blueberries for Sal. Robert McCloskey.

Where the Wild Things Are. Maurice Sendak.

Sylvester and the Magic Pebble. William Steig.

Goggles. Ezra Jack Keats.

Martin's Father. Margrit Eichler.

Joshua's Day. Sandra L. Surowrecki.

The Clever Princess. Ann Tompert.

Stevie. John Steptoe.

Bedtime for Frances. Russell Hoban.

The Sheep Book. Carmen Goodyear.

Madeline. Ludwig Bennelmans.

The Snowy Day. Ezra Jack Keats.

Ira Sleeps Over. Bernard Waber.

Carlotta and the Scientist. P. R. Lenthall.

Will I Have a Friend? Miriam Cohen.

The Giving Tree. Shel Silverstein.

Peter's Chair. Ezra Jack Keats.

The Tenth Good Think About Barney. Judith Viorst.

Sam. Ann Herbert Scott.

William's Doll. Charlotte Zolotow.

Read-Along Books

Dr. Connie Bridge

Another way to provide many opportunities for children to hear "storybook language" is to place in the listening center books with accompanying records or tapes. Parents and teachers who have had much experience reading aloud to children have observed that children often request that the same book be read aloud to them many times. The children become so familiar with the texts of these favorite books that they can tell if parents skip a part or alter the wording. Children who have heard a book many times frequently can repeat the book almost verbatim as they pretend to read it aloud. The natural result of this experience is that the children begin to match the print to speech as they recognize the words in the familiar context. Eventually they begin to transfer this ability to recognize the words to other contexts.

You can create a parallel situation in your classroom by using your listening center. Allow each child to choose a favorite book to listen to on tape or record while following along in the book. Commercial read-along books are available or teachers can record their own student's favorite stories, signalling on the tape when it is time to turn the page.

The child listens to the story until (s)he is able to read the book without assistance. To maintain motivation the teacher will want to talk with the child about the purpose of this activity and to allow the child to demonstrate his/her growing familiarity with the book at various times during the process of learning to read the entire book. Sharing with a partner or small group of children the sections s(he) has learned to read will help keep the child interested.

Hoskisson (1979) has written extensively about his adaptation of this read-along technique, which he calls assisted reading. He has identified three stages in using assisted reading as an instructional strategy. The first involves the teacher reading to the children and having them repeat the phrases or sentences after the teacher. The second stage occurs when the children begin to recognize certain words that frequently reappear in the stories. The teacher lets the children fill in these familiar words during the reading. Stage three involves letting the children read and the teacher helping them with words they fail to recognize.

Since children learn to read by reading, this read-along technique can be used along with language experience stories and patterned language books to provide practice in reading during that period in the child's development when sight vocabulary and word recognition skills are limited.

REMEMBER: Children learn to read by reading; thus, they need a lot of practice reading easy, meaningful materials in predictable contexts.

ADDITIONAL ACTIVITIES

General Purpose: To provide opportunities for verbal communication and practicing listening skills.

(1) Where the Wild Things Are

Materials: Sendak's Where the Wild Things Are book with the accompanying filmstrip, paper bags, markers, blank tape, tape recorder, and rhythm band instruments.

Procedure: View the filmstrip. Ask the questions, "How does the mox feel when he leaves home?" "Does he really go anywhere?" "How does he feel when he comes home?" Encourage active child discussion. Have the children make paper bag costumes and create their own recording of wild things with the rhythm band set. (The filmstrip may be shown while the recording is being made.) Later, have the children put away their costumes and view the filmstrip with their recording. The book should be available for reading to small groups and for children to view in the book corner.

(2) Pelle's New Suit

Materials: The book, Pelle's New Suit, 2 inch squares of cardboard for each child, strings and yarn.

Procedure: Read the story discussing changes the wool undergoes and reviewing the sequence of the story. Help each child make a pompom by winding yarn around a cardboard square. Dividing the group into partners, show the children how to slip the yarn off the cardboard and then tie securely in the middle with a piece of string and clip both ends with scissors. The children can trim the ends of the yarn to form a fluffy ball shape for their own pompom.

Follow-up: Let the children name and count the number of characters needed for a dramatization of the story. Tell the story again for the children to pantomine. As children pantomine the story, they learn about the manufacturing process from shearing the raw wool to the stitching of the cloth into a finished suit.

(3) "I Can Read"

Materials: Storybooks such as Just For You and A Flower Pot is Not a Hat, flannelboard props, puppets, pictures from magazines or children's art.

Procedure: Read the story to the class or encourage a child to "read" the story. During grouptime the child stands before the group and holds the book open. The teacher may say "This is Mike's story. Every person has his/her version of the story which is followed by group applause.

(4) Flannelboard Stories

Materials: Pictures from several flannelboard stories.

Procedure: Display pictures to several flannelboard stories. Allow the children to mix the prints. Encourage children to use the flannel figures to create their own stories.

NOTE: If you think you are unable to put your stories together again, color code or mark them.

(5) "Stories from Toys"

Materials: Several children's toys.

Procedure: Using several toys have children tell a story including each toy. (The story may be recorded on tape for future listening.)

(6) Class Photo Album

Materials: Photo album with vinyl covered pages.

Procedure: Maintain a class photo album with pictures of "everday" activities and special events. Place the album in a learning center to encourage verbalization and discussion among children. The album could be used as a vehicle for "I remember" type stories.

(7) Movie Theatre

Materials: Five gallon ice cream container and a collection of pictures which tell a story in sequence.

Procedure: Cut slots in the container. (The cut off portion may be mounted inside the remaining container to insure easy passage of the "film strip".) Mount pictures in the proper sequence on long strips of paper. As the children tell the story, encourage them to speculate on what will happen next before the following picture is shown. Six to eight pictures are used per strip. Worn storybooks may provide pictures. In lieu of better pictures, pictures from comic strips such as "Peanuts" and "Nancy" may be used.

(8) Producing a Television Show

Materials: Water color magic markers, long strips of butcher paper, and a television made from a cardboard box.

Procedure: Divide children into groups of five. Ask the children to "produce" a television show by drawing a sequence of pictures on the butcher paper. Roll the "film" onto a cylinder which can be inserted into the television. Ask the children to "read" their picture story for the group from the television.

NOTE: This activity is very effective when done after a trip to a television station. Stimuli for the activity may include stories on poems or various unit themes such as measurement when children may draw pictures representative of varying times of the day.

(9) Object Box

Materials: Colorful box with an opening in the top, variety of objects of the same class such as gloves.

Procedure: During a group experience pass the box to each child having them choose a glove. Ask each child to explain for what purpose (s)he thinks the glove might be used.

(10) "Story Starter" Cards

Materials: Laminated pictures.

Procedure: Laminate pictures from magazines and place a sentence started on the card such as "The little girl found..." Ask the children to finish the story.

(11) "Surprise Bag"

Materials: Cloth bag filled with a variety of objects.

Procedure: In a group experience, each child chooses an object from the bag and describes or creates a story about the object.

(12) "I've Got A Secret"

Materials: None.

Procedure: In a small group, have children play "I've Got A Secret" giving clues to the secret and allowing for other children to guess the secret.

(13) Family Pictures

Materials: Snapshot of family members or pets brought from each child's home.

Procedure: Send letters home to the parents requesting an inexpensive snapshot of family members, pets, or of the kindergarten child. At school, ask each child to talk about his/her picture with classmates during grouptime.

NOTE: This is an excellent idea at the opening of school to acquaint children and to build self-confidence.

(14) "Follow the Leader"

Materials: None.

Procedure: To strengthen listening skills, play a "quiet" version of "Follow the Leader" with a group of children. Verbal directions would include: "Close your eyes", "Wiggle your nose", "Wiggle your thumb", etc.

(15) Resource Persons

Materials: None.

Procedure: To provide additional vocabulary experiences for children, invite resource persons to the room. An example might be a telephone repairperson who could bring his/her equipment describing it and his/her job.

REMEMBER: Parents make excellent resource persons.

(16) "Story Starter" Pictures

Materials: Pictures of children walking in the water, petting a kitten, smelling flowers, sawing, and hammering, etc.

Procedure: Show a picture and ask questions such as "What do you think that flower would smell like?" or "What does the water feel like?"

NOTE: Use actual flowers, etc., as a follow-up to the questions.

III. Functional Language: Using Print

WHY? *The teacher must help children build upon their interest in an awareness of print in the environment by creating situations in which children need to use language to communicate across time and space.*

WHAT?

(1) *Print used to describe or label objects or concepts.*

(2) *Print used to explain procedural steps to accomplish an activity.*

(3) *Print used to identify individuals.*

HOW?

...Labeling of objects and materials in the classroom perhaps including "wall", "chair", "table", etc.

...Printed recipes for cooking activities.

...Personal name labels on lockers or possessions.

...Printed directions for a classroom activity or game.

...Road signs and stop lights for the purpose of directing traffic.

...Labeling of objects according to concepts such as color and number.

...Labeling of bathroom facilities.

...Labeling of school facilities such as the principal's office, cafeteria, gymnasium, 1st grade, etc.

ACTIVITIES

Purpose: To provide opportunities for children to utilize print in effectively functioning in their environment.

(1) Grocery Shopping

Materials: Props for a grocery store including empty food boxes and cans, bags, and grocery "lists" made from labels or pictures from grocery advertisements.

Procedure: Each child chooses a grocery list and shops for items on that list.

NOTE: When beginning this activity the lists were pictures of food. Later they become labels or logos and finally printed word lists.

(2) "What are We Having for Snack?"

Materials: Boxes, bags, and cartons from snack time and a magnetic board and letters or chalkboard.

Procedure: As a way of telling children what they are having for snack, display the actual bags, boxes, or cartons. Later, cut out labels and logos for display. Finally, list the printed menu and display.

(3) Butter Making

Materials: Whipping cream, salt, small jars, and a recipe chart.

Procedure: Shake whipping cream in the jars until butter is formed. Rinse with water. Add a small amount of salt.

NOTE: Display a recipe chart, with directions, serving as a guide for the activity.

(4) Name Recognition

Materials: Flash cards with each child's first name printed.

Procedure: During a group activity, flash name cards for responsibilities such as caring for plants, etc.

NOTE: Names should be also displayed on personal storage areas.

(5) Mailperson

Materials: Envelopes with the children's first names printed on each and a mail bag.

Procedure: Designate a child as the mailperson and have him/her deliver "letters" to the appropriate person's locker or cubbie.

(6) Traffic Games

Materials: Minature road signs.

Procedure: Create a traffic pattern in the classroom using traffic signs to regulate the flow of traffic (children).

(7) Color Word Matching Game

Materials: Styrofoam meat trays with a color word printed on each. Various colored objects such as color cubes.

Procedure: Ask the child to sort the color cubes onto the appropriate tray.

NOTE: These can be made self-correcting by putting a square of colored construction paper on the bottom of the appropriate tray.

(8) Object/Numeral Name Match

Materials: Cards on which a given number of objects have been printed on one end and the appropriate word name printed on the other end. (These cards have been cut into two pieces to provide a self-correcting game.)

Procedure: Shuffle the cards and have the child match the numeral name to the correct number of objects.

NOTE: Commercial stickers or seals may be used for the object cards.

IV. Speech To Print: What I Say Can Be Written

WHY? *Children must be helped move naturally from oral language to printed language through the use of predictable materials in the beginning stages of reading instruction.*

WHAT? (1) *Print which conveys what the child has said.*

(2) *Print which forms a pattern easily memorized or predicted.*

HOW? *...Dictation of labels or descriptive sentences on art work.*

...Dictation of the child's stories to the printed page.

...Storybook and rhythms with easily memorized or "predictable" lines.

Language Experience Stories

Dr. Connie Bridge

Learning to read is facilitated when children acquire the "speech to print" concept. According to R. V. Allen, (1976) children need to learn that:

> *What I think about, I can talk about.*
> *What I can say, I can write or someone can write for me.*
> *What I can write, I can read.*
> *I can read what I can write and what other people can write for me to read.*

Taking dictation from young children is the best way to help them acquire the "speech to print" concept. At first, the dictated material may simply be the captions the children give their paintings and drawings. Eventually the teacher records several sentences which the child dictates about some experiences s(he) has had. It is important that the dictated selections be kept short enough that the child can associate the print and the speech.

In order to read a printed selection, Allen asserts that children need to know four things about the selection; the pronounciation of the words, the syntax or acceptable word order within the sentences, the meanings associated with the words, and the printed forms of the words.

When children dictate their own reading materials only one of these four aspects is unfamiliar to the child. That is, the child is familiar with the semantics or meaning of the story, since it comes from his own

experience. The syntax is familiar, as the sentence patterns are the child's own language written down. Obviously, the child can already pronounce the words used in the dictated story, so the only unknown is the recognition of the printed forms of the words. Because the child is familiar with the semantics and syntax, s(he) is able to predict what the words are; thus the child can use prediction skills to supplement his/her limited word recognition skills.

The following procedure is helpful in taking dictation.

1. Talk with the child about a first hand experience or use a stimulus, such as a filmstrip, slide, picture, story, newspaper article, or an object to get the child to choose a few important ideas s(he) would like for you to write down.

2. With the child sitting beside you, write down exactly what the child says. Wait until the child has expressed a complete thought, then instruct the child to watch as you write down the sentence, pronouncing each word as you write it.

3. Read the story back to the child, running your hand under the print as you read at a normal rate. You may want to do this more than once until you feel that the child is ready to read the story with you.

4. Read the story with the child still directing the child's attention to the print with your finger. Repeat until the child is able to read the story alone.

5. Let the child read the story orally by himself/herself. If the child has difficulty with a word, supply it immediately. The goal is to allow the child to roleplay himself/herself as a successful reader while becoming one.

Remember: Children learn to read by reading.

Patterned Language Materials

Since children learn to read by reading, the kindergarten teacher should provide many opportunities for the children to role play themselves as readers even while learning to read by using meaningful, predictable materials. In addition to their own materials provide predictable selections for children to read during the initial stages of the learning to read process. These patterned materials have repetitive structures which enable the children to anticipate or predict the next line or rhyming word or episode (Bridge, 1979).

Children who have frequently heard and chanted a familiar rhyme such as "One, Two, Buckle My Shoe" will have little difficulty reading this rhyme in its printed form. They are able to use the knowledge gained through their ears to guide their eyes in reading. They are not stranded with "sounding

out" every word, but can use their ability to anticipate and predict literary structure and can thus approach the reading task with confidence. They rarely read haltingly in a word-by-word manner when reading patterned selections, because they are able to process phrases and sentences as chunks of meaning. They are able to read whole books even in kindergarten and thus experience what Martin & Brogan (1971) call "wholebooksuccess". They are role playing themselves as successful readers and thus have taken a giant step toward becoming successful readers.

There are many types of patterns based upon the cultural, linguistic, and rhythmic structures with which children are already familiar when they come to school. These patterns are based on repetition of phrases or sentences; on cumulative repetition in which a phrase or sentence is repeated in each succeeding episode and with each stanza adding a new word, phrase, or sentence; or rhyme which is sometimes combined with repetition or cumulative repetition; and on familiar cultural sequences, such as the alphabet, seasons, months of the year, days of the week, cardinal and ordinal numbers, and basic colors. Other predictable selections center around events that occur in such a way as to enable the reader to predict future events as in The Little Red Hen and The Three Billy Goats Gruff. A list of predictable books of each of these types follows. This list is by no means exhaustive and you are probaly familiar with many predictable rhymes, songs, and stories that make up your literary heritage.

The following procedure can be used with predictable materials to get the children to "chime in" and "read with" you.

"Reading With" Procedure

1. Read the book aloud to the children. They should be close enough to see the pictures. Invite them to join in when they think they know what the words are going to say. Pause before each predictable phrase or line to allow them the opportunity to supply it.

2. Read the book chorally together as many times as the children seem interested. Let different children read different parts aloud if the interest remains high.

3. Make sure the book is available for the children to read on their own. The text can be copied on a large chart and displayed in the room or copies can be mimeographed for the children to read. The first part of each line could be put on a card with the final rhyming word on a separate card. The children could match the cards at a learning centers.

ADDITIONAL ACTIVITIES

General Purpose: To provide children the opportunity to see their spoken language in print.

(1) "My Wish"

Materials: Assorted colors of construction paper, crepe paper, scissors, felt markers, bulletin board, and a poem.

Procedure: During the first week of March, introduce a bulletin board with the following poem:

"I often sit and wish that I
Could be a kite up in the sky
And ride along the breeze and go
Whichever way I chanced to go."

Anonymous

(The poem is used to stimulate children's imaginations on favorite wishes.) Provide materials for each child to make a construction paper kite using the crepe paper as a tail. Ask each child to dictate a wish which the teacher prints on the kite. The teacher reads the wish followed by the child "reading" the wish. The kites are then displayed on the bulletin board with the poem.

(2) "Observing Living Things-Plants"

Materials: Seeds, sponges (or cotton or paper towels), shallow containers for water, cardboard or paper for dictations.

Procedure: Moisten sponges and sprinkle each with one kind of seed. Set the sponges in the containers of water. Observe the differences as the seeds sprout and grow. As children contribute their observations, write them on a chart. Use a different color writing pen for each child's observation and put his/her name at the end of the statements. Place the observation chart beside each saucer and encourage each child to "read" his observation to the other children.

(3) "Our Moms and Dads at Work"

Materials: Ditto masters, construction paper, pencils, yarn, paper punch, magic markers or crayons.

Procedure: Each child dictates a story about their parents at work while the teacher prints it onto a ditto master (use a separate sheet for each child). The children then draw pictures on their ditto depicting the story. Enough copies are then run off for each child to have his/her own booklet. The children can decorate the construction paper backs which have been secured with yarn.

NOTE: A variation for the end of the year would be a booklet entitled "I'm Glad I Learned to..."

(4) "Orginal Storybook"

Materials: Looseleaf notebook with pictures and spaces to record the children's stories. The pictures represent activities in which the children have been involved.

Procedure: Have the children study and discuss the pictures with the teacher. Then encourage the child to dictate the story.

STRUCTURED LANGUAGE BOOKS

Books with a repetitive pattern in which a certain phrase or sentence is repeated at various points in the story.

Barrett, Judi. Animals Should Definitely Not Wear Clothes. Atheneum Press.

Brown, Margaret Wise. The Important Book. Golden Press.

Joslin, Sesyle. What Do You Say Dear? Scholastic Press.

Joyce, Irma. Never Talk to Strangers. Golden Press.

Krauss, Ruth. A Hole is to Dig. Harper and Row Publishers.

Martin, Bill. Brown Bear, Brown Bear, What Do You See? Holt, Rinehart and Winston.

Martin, Bill. The Haunted House. Holt, Rinehart and Winston.

The Bus Ride. Scott Foresman and Company. (Preprimer)

The Lion's Tail. Scott Foresman and Company. (Preprimer)

Books with a repetitivecumulative pattern in which a word, phrase, or sentence is repeated in each succeeding episode and with each episode adding a new word, phrase or sentence to the sentence.

Berenstain, Stanley and Janice. The B Book. Random House.

Bonne, Rose. I Know an Old Lady. Scholastic Press.

Guilfoile, Elizabeth. Nobody Listens to Andrew. Scholastic Press.

Mars, W. T., il. The Old Woman and Her Pig. Western Publishing Company.

The House That Jack Built. Holt, Rinehart and Winston.

Books with rhyming patterns, many of which have rhyme combined with repetition and cumulative-repetition.

Battaglia, Aurelius, il. Old Mother Hubbard. Golden Press.

Brooks, Leslie. Johnny Crow's Garden. Frederick Warne and Company.

Cameron, Polly. I Can't Said the Ant. Coward-McCann.

Einsel, Walter. Did You Ever See? Scholastic Press.

Emberly, Barbara. Drummer Hoff. Prentice-Hall.

Krauss, Ruth. Bears. Scholastic Press.

Patrick, Gloria. A Bug in a Jug. Scholastic Press.

Watson, Clyde. Father Fox's Pennyrhymes. Scholastic Press.

Withers, Carl. A Rocket in My Pocket. Scholastic Press.

Petersham, Maud and Miska. The Rooster Crow: A Book of American Rhymes and Jingles. Scholastic Press.

Books with patterns based on familiar cultural sequences (cardinal and ordinal numbers, alphabet, months of the year, days of the week, seasons, colors)

Cardinal and Ordinal Numbers:

Alain. One, Two, Three, Going to Sea. Scholastic Press.

Considine, Kate and Schuler, Ruby. One, Two, Three, Four. Holt, Rinehart and Winston.

Emberly, Barbara and Ed. One Wide River to Cross. Scholastic Press.

Hoban, Tana. Count and See. Macmillan.

Keats, Ezra Jack. Over in the Meadow. Scholastic Press.

Martin, Bill. A Ghost Story. Holt, Rinehart and Winston.

Palmer, Janet. Ten Days of School. Bank Street College of Education. Macmillan.

Quackenbush, Robert M., il. Poems for Counting. Holt, Rinehart and Winston.

Alphabet:

Baskin, Leonard. Hosie's Alphabet. The Viking Press.

Kraus, Robert. Good Night Little ABC. Scholastic Press.

Memling, Carl. Riddles, Riddles from A to Z. Golden Press.

Dr. Seuss. Dr. Seuss's ABC. Random House.

Watson, Jane. ABC is for Christmas. Golden Press.

Wildsmith, Brian. Brian Wildsmith's ABC. Franklin Watts, Inc.

Days, Months, and Color:

Martin, Bill. Monday, Monday, I Like Monday. Holt, Rinehart and Winston.

O'Neill, Mary. Hailstones and Halibut Bones. Doubleday and Company.

Rossetti, Christina. What is Pink? Holt, Rinehart and Winston.

Sendak, Maurice. Chicken Soup with Rice. Scholastic Press.

Wright, H. R. A Maker of Boxes. Holt, Rinehart and Winston.

Books with predictable plots in which the events occur in such a way as to enable the reader to predict future events.

Barton, Byron. Buzz, Buzz, Buzz. Scholastic Press.

Burningham, John. Mr. Gumpy's Outing. Scholastic Press.

Charlip, Remy. Fortunately. Parents Magazine Press.

Charlip, Remy. What Good Luck, What Bad Luck. Scholastic Press.

Miggins, Don. Papa's Going to Buy Me a Mockingbird. Seabury Press.

Klein, Leonore. Brave Daniel. Scholastic Press.

Martin, Bill. Spoiled Tomatoes. Boumar.

Modset, Joan. Who Took the Farmer's Hat? Scholastic Press.

Regniers, Beatrice. Willy O'Dwyer Jumped in the Fire. Athenum Company.

Series of Books which contain many patterned selections:

Martin, Bill. Little Owl Series, Young Owl Series, Wise Owl Series. Instant Readers, Sounds of Language. Holt, Rinehart and Winston.

Martin, Bill. Freedom Books. Boumar Publishing Company.

Professional Books to guide teachers in the use of structured language materials:

Allen, R. V. Language Experiences in Communication. Houghton, Mifflin Company.

Allen, R. V. and Claryce. Language Experience Activities. Houghton, Mifflin Company.

Martin, Bill. Teacher's Guides to the Instant Readers. Holt, Rinehart and Winston.

Martin, Bill. Teacher's Editions to the Sounds of Language Readers. Holt, Rinehart and Winston.

NOTE: Many of the books on this list could have been assigned to more than one category as many of them contain more than a single patterned element. Some are based on repetition, rhyme, cultural, sequences, and/or predictable plot.

V. Phoneme-Grapheme Relationships

When, how and to what degree the teacher should instruct the young child in alphabet recognition, reproduction, and related phonics principles has been a source of controversy among educators. In determining solutions to these problems, the following should be considered.

(1) *The developmental level of the child.*

...Does the child have the necessary perceptual-motor and cognitive skills?

...Does the child have an attention span which will permit phoneme-grapheme instruction?

(2) *Previous experiences of the child.*

...Has the child been provided experiences which are prerequisite to understanding phoneme-grapheme relationships such as understanding directional concepts, skills in following directions and sequencing, classification and ordering abilities.

(3) *The method of teaching beginning reading skills utilized in the primary grades.*

...Does the program emphasize a strong phonics approach?

...If so, what method is used to teach phoneme-grapheme relationships?

TEACHING PHONEME GRAPHEME RELATIONSHIPS

Initial Consonants

Dr. Connie Bridge

To provide additional practice in auditory discrimination of initial

consonants, and in matching the correct phoneme (sound) to grapheme (letter), and to continue to relate the practice to meaningful words in the child's environment.

The following activities may be used to help the child learn initial consonants:

....Have the children bring in pictures of objects that begin with the target consonant to glue on a class poster. Print the name of the picture under it.

....Have the children bring in small objects whose names begin with the target consonant. Keep a can or box for each consonant. (Potato chip cans make great "consonant cans.")

....Have the children bring in labels from boxes and cans which begin with the consonant.

....Make a chart for each consonant of words which the children find in their own language experience stories, patterned books, etc.

....Have each child make a poster of words (illustrated when possible) which begin like his/her name.

....Read aloud many alphabet books to the children. Then have these books readily available for the children to look at on their own.

....Let each child make an alphabet book in which s(he) places pictures and words for each letter. Add to it throughout the year.

TEACHING A PHONIC ELEMENT

Rationale: To help the children induce the rules about phoneme-grapheme relationships through experience with familiar words, choose four or five words containing the target phonic element which they can already recognize from their dictated Language Experience Stories, Patterned Language Books, and signs and labels in the environment.

Sample Lesson: Initial consonant "b"

NOTE: Some of the following activities are advanced and many children may not achieve this skill level in Kindergarten. Children achieving this skill level may be grouped in small groups or worked with on an individual basis.

Procedure:

(1) Auditory Presentation: "Listen to these words." What sounds the same in each word? ball, bat, boy, base, baby.

(2) Visual Presentation: Write the words....ball, bat, boy, base, baby.... on the chalkboard, one below the other.

Ask, "What looks the same in each of these words? Who can come to the chalkboard and underline the part in each word that looks the same?"

(3) Visual Discrimination: Write the words....bug, hit, big, box, game...on the chalkboard, one below the other.

(Have students: (a) draw a line under the words which have the new sound; (b) cross out the words which do not have the sound; (c) read the words which have the sound.)

(4) Using Contexual Clues: Write the following sentences in manuscript on the chalkboard:

The little (bug, ride) ran across the floor.
He put his toys in the toy (sit, box).
The dog was chewing on a (sun, bone).
He fell down and hurt his (back, cat).

Read the first sentence aloud to the children. Have them decide which word belongs in the blank. Have someone point to the word that fits in the first sentence and read the sentence if s(he) can or you read it aloud with the chosen word inserted. Continue with the other sentences in the same manner.

(5) Contextual Application: Write the following paragraph on the chalkboard. Read the story aloud to the children. Have them indicate when they hear a word that begins with "b". They can do so by holding up a card with "b" on it, raising their hands, or standing up, etc.

Bobby was excited. Today was the big game. It was the last ballgame of the season. He was going to bat first. He had a new bat. He hoped the new bat would help him hit the ball better. If he hit a single, he would go to first base. It he hit a double, he would go to second base. It he hit a triple, he would go to third base. If he really hit the ball hard, it would go over the fence for a home run.

Have them underline all the words that begin with "b" in the story.

ADDITIONAL ACTIVITIES

Alphabet Recognition

Purpose: To provide children experiences in visually recognizing letters of the alphabet.

(1) "Letter Match"

Materials: Alphabet cards A-Z and library pockets labeled A-Z.

Procedure: Place library pockets on a low bulletin board or mount on poster board. Shuffle the "deck" of alphabet cards and have children place the cards in the appropriate pockets.

(2) "Pretzel Time"

Materials: Napkin and pretzel sticks for each child.

Procedure: Encourage children to make alphabet letters from pretzel sticks as an occasional snack treat.

RHYMING WORDS

Purpose: To provide children experiences in descriminating words that rhyme.

(1) "Mickey Mouse Game"

Materials: Outlined picture of a Mickey Mouse face and pairs of tagboard ears with colorful pictures of rhyming objects on each.

Procedure: Introduce the game as the Mickey Mouse Game. Spread ears around the gameboard. Ask each child to choose one ear. Help each child name the picture and decide if it is a rhyming match. When a pair of rhyming "ears" is found they are placed on the gameboard in the appropriate places. The game ends when all the ears have been stacked on the picture of Mickey.

(2) "Rhyming Partners"

Materials: Various objects which rhyme such as toy duck and a truck.

Procedure: Have each child choose an object and locate a "partner" with an object with the rhyming name.

INITIAL CONSONANTS

Purpose: To provide children epxeriences with initial consonants sounds.

(1) "Who Me?"

Materials: None.

Procedure: Seat the children in a circle. Repeat:

Teacher: "(Child's Name) munched marshmellows on Monday."

Child: "Who Me?"

Teacher: "Yes, You"

Child: "Couldn't Be"

Teacher: "Then Who"

Child: ("Give another child's name), Repeat until all have had a turn.

Other examples include: "_____took a tub bath with a turtle on Tuesday."

"_____fed a fat frog on Friday."

"_____had a horrible hurricane.

(2) "String Games"

Materials: String, beads, four sets of pictures of objects with like beginning sounds and tagboard.

Procedure: Make a gameboard by pasting sets of pictures on opposite sides of board. Place a bead by each one. Attach a string to all the beads on the left side.

Help the child name the pictured objects. Demonstrate that the strings can be pulled from a picture on the left and wrapped around a bead by a picture on the right. Ask the child to name the top left-hand picture and then those on the right until the one with the same beginning sound is found. The child pulls the string beside the first picture and wraps it around the bead beside the matching one.

TEACHER'S DAILY CHECKLIST OF LANGUAGE EXPERIENCES

	YES	NO
1. Did I provide a first hand sensory experience to increase the children's world knowledge?		
2. Did I talk with the children about the experience to provide the language labels for the new concepts?		
3. Did I provide opportunities for the children to express themselves in their own "home-rooted language"?		
4. Did I provide opportunities for children to express themselves in multiple ways (art, music, drama, movement)?		
5. Did I read aloud <u>to</u> the children?		
6. Did I read a predictable book or poem with the children?		
7. Did I take dictation from several children?		

If you can answer yes to most of these questions daily and to all of them weekly, you can feel secure that you are creating an environment conducive to cognitive development and language growth and thus to success in learning to read.

PRESCHOOL READING INSTRUCTION:

A JOINT STATEMENT OF CONCERNS

This position statement grew out of the shared concerns of a number of educational organizations. It has been approved and endorsed by the following groups: American Association of Elementary/Kindergarten/Nursery Educators; Association for Childhood Education International; Association for Supervision and Curriculum Development; International Reading Association; National Association for the Education of Young Children; National Association of Elementary School Principals; and National Council of Teachers of English.

A perspective on pre-first graders and the teaching of reading. Pre-first graders need: 1) opportunities to express orally, graphically, and dramatically their feelings and responses to experiences; and 2) opportunities to interpret the language of others whether it is written, spoken, or nonverbal.

Teachers of pre-first graders need: 1) preparation which emphasizes developmentally appropriate language experiences for all pre-first graders, including those ready to read or already reading; and 2) the combined efforts of professional organizations, colleges, and universities to help them successfully meet the concerns outlined in this document.

Concerns:

1. *A growing number of children are enrolled in pre-kindergarten and kindergarten classes in which highly structured pre-reading and reading programs are being used.*

2. *Decisions related to school, including the teaching of reading, are increasingly being made on economic and political bases instead of on our knowledge of young children and of how they best learn.*

3. *In a time of diminishing financial resources, schools often try to make "a good showing" on measures of achievement that may or may not be appropriate for the children involved. Such measures all too often dictate the content and goals of the programs.*

4. *In attempting to respond to pressures for high scores on widely-used measures of achievement, teachers of young children sometimes feel compelled to use materials, methods, and activities designed for older children. In so doing, they may impede the development of intellectual functions such as curiosity, critical thinking, and creative expression, and at the same time, promote negative attitudes toward reading.*

5. *A need exists to provide alternative ways to teach and evaluate progress in pre-reading and reading skills.*

6. Teachers of pre-first graders who are carrying out highly individualized programs without depending upon commercial readers and workbooks need help in articulating for themselves and the public what they are doing and why.

Recommendations:

1. Provide reading experiences as an integrated part of the broader communication process that includes listening, speaking, and writing. A language experience approach is an example of such integration.

2. Provide for a broad range of activities both in scope and in content. Include direct experiences that offer opportunities to communicate in different settings with different persons.

3. Foster children's affective and cognitive development by providing materials, experiences, and opportunities to communicate what they know and how they feel.

4. Continually appraise how various aspects of each child's total development affects his/her reading development.

5. Use evaluative procedures that are developmentally appropriate for the children being assessed and that reflect the goals and objectives of the instructional program.

6. Insure feelings of success for all children in order to help them see themselves as persons who can enjoy exploring language and learning to read.

7. Plan flexibly in order to accommodate a variety of learning styles and ways of thinking.

8. Respect the language the child brings to school, and use it as a base for language activities.

9. Plan activities that will cause children to become active participants in the learning process rather than passive recipients of knowledge.

10. Provide opportunities for children to experiment with language and simply to have fun with it.

11. Require that pre-service and in-service teachers of young children be prepared in the teaching of reading in a way that emphasizes reading as an integral part of the language arts as well as the total curriculum.

12. Encourage developmentally appropriate language learning opportunities in the home.

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ADDITIONAL RESOURCES

The following books should be helpful in organizing language experience activities for your classroom.

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